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ABSTRACT

This sign language manual, intended to help St. Lucia parents teach language to and communicate with their deaf or hard-of-hearing children, is prefaced by a child's description of living with a deaf sibling. An introduction discusses symptoms of hearing loss, defines speech and language, traces general expectations at school, and touches briefly on hearing aids, sign systems, and ways parents can help, including learning sign language. Subsequent sections address the following topics very briefly: causes of deafness; significance of early detection; directions for three teaching activities; hearing aids and how to care for them; discipline; toilet training; multiple handicaps; and vocational guidance. The bulk of the document consists of an illustrated sign language glossary, including the alphabet, numbers 1-10, nouns, pronouns, basic verbs, common phrases, and simple sentences. (JW)

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Early Stimulation Manual for Parents of Deaf Infants

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EARLY STIMULATION MANUAL

FOR PARENTS OF

DEAF INFANTS

St. Lucia

School for the Deaf

Printed By:
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Information Collection and Exchange
November 1985

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Adventitious Deafness and How it affects My Family.

by Angel Louis

It took my mom one year to realize that my normal baby sister had become deaf. She had stopped saying things she used to say ; most of all she had stopped singing her favourite song " Funking Nassau. " She couldn't say the right words to the song, she said " Punking Nessa. "

She really liked that song because she thought the song was for her. Everyone at home called her " Nessa " her nickname for Vanessa and she sang and danced to the song " Funking Nassau. "

I remember she was so fat that every time we passed close to her we pinched her cheeks. A big smile was always the result ; she was sweet.

None of us knew, then, that she was hard-of-hearing after falling from our eight-feet balcony that Daddy was repairing. At the time she fell, the balcony had no railing around it and Vanessa had a tricycle which she rode near to the edge. Although Mummy had hidden the tricycle for fear Vanessa might ride over the edge of the balcony, my little sister had found the tricycle and rode over the balcony. When Mummy noticed the changes in her speech, at first she misconstrued it as patois ; Mummy and Daddy agreed to stop speaking patois.

One day Mummy took Vanessa with her to town. Vanessa was almost four years old and had a great interest in window shopping for toys. As they walked through town Vanessa stopped to look at a window of a toy shop without my mother's noticing. Mummy continued walking hoping Vanessa would follow. (Instead, Vanessa was dreaming about the toys.) Mummy turned around and called Vanessa some distance from the shop. She called about four times, but there was no response from my sister. A man standing near to Vanessa touched her on the shoulder and motioned to my mother. When my sister saw Mummy at a distance she ran fearfully to her. That's when Mummy suspected that she was deaf.

Mummy took my sister to many different doctors. Maybe an operation would help Mummy thought. The doctors told Mummy that an operation would not help because the nerves were damaged and that some day she would outgrow it.

It didn't mean much to us then. We, her brothers sister, didn't feel much pity for her because we were too young to understand the implications. What we did understand was that Mummy was letting Vanessa get away with things which we could not. She always said to leave her alone as it wasn't her fault. That went on until Vanessa started school at the Ave Maria School. The teachers referred my mother to the School for the Deaf in the Gardens. There she had a hearing test which confirmed what Mummy had long suspected. My sister was admitted to the school and is still attending up to the present day.

She does well in her studies and is able to speak better thanks to speech therapy. Sometimes I listen to Vanessa's voice on cassette and tears come to my eyes, not because I feel sorry for her, but because all those years went by with us teasing her and calling her names pertaining to her handicap. Now that I work at the school and understand deafness, and can communicate with deaf people, I know that there is no shame in having a deaf sister. I have grown to love my sister and respect her for what she is. She is just as important as any of us.

At the School for the Deaf, there are people who have accepted deafness and who realize that deaf children are intelligent. I am asking you parents who suspect your child may be deaf to come for a hearing test. If your child joins our jolly bunch I promise you wouldn't regret it.

The St. Lucia School for the Deaf would like to acknowledge and thank Partners of the Americas for financing the printing of this our first MANUAL FOR PARENTS OF YOUNG DEAF CHILDREN. To our teachers who contributed articles — THANK YOU. Special thanks to peace Corp Volunteer Penelope Watt for co-ordinating the project.

Lastly, we thank Mrs. Muriel Gill from the Ministry of Education for editing.

It is hoped that the information in this book will be of assistance to parents of young deaf children.

Introduction

Of every thousand people in a given population at least one person is born deaf. That is, there is a substantial proportion of the population who cannot hear or understand either speech or most of the sounds in the everyday environment, even with the help of hearing aids. The deaf population is comprised of persons who have been deaf since birth and persons who have lost their hearing later in life. Some of the causes of deafness are hereditary, illness, physical abnormalities, trauma to the skull or ear, certain heavy medications, and most common, loss of hearing acuity due to age. Hearing losses which result from damage to delicate sensory cells of the inner ear or to the auditory nerve to the brain are usually not candidates for surgery, and hearing aids cannot repair the damage.

THE CHILD WHO HAS A MILD/MODERATE HEARING LOSS

The child who has a mild or moderate hearing loss is one who can follow loud clear everyday speech, in a very quiet situation. Turn your back on the child (so he can no longer see your face) or allow noise into the situation (people talking or baby crying, the radio or television) and the child may miss much of what was said. This kind of problem is often not discovered for a long time. Worried parents are often discouraged from seeking help from friends or family who think they know best.

WHAT CAUSES THE PROBLEM?

There are many different causes. Sometimes the child is born with the problem and sometimes it is the result of a mild or more serious illness. Some of the most common causes are build up of wax in the ear and "middle ear infection." If the child has a "middle ear infection," the ears may be sore/itchy or "run." Many problems can be helped by medical treatment and surgery. For these children, hearing may improve or return to normal.

WHAT DIFFICULTIES DOES THE CHILD HAVE?

This depends on when the problem started and what was done about it. Children who have a hearing loss in both ears, which has been there since birth, usually have problems learning speech and language.

The older child who might be seven or eight, and has learned to talk already will probably have fewer problems. The child who has good hearing in one ear will also have less difficulty.

In all cases the important thing to remember is the earlier you get help and the more you follow advice given to you, the earlier it will be for your child to learn.

WHAT IS SPEECH AND WHAT IS LANGUAGE?

By "language" we mean the words we use to name and describe "things, people, actions, feelings, places." So language means our vocabulary, e.g. "pear, aunt, washing, Castries." It also involves the way we put words together to make sentences. For example:

"The pear is good."

"My aunt is here."

"I am washing."

"Go to Castries."

"Speech" is the way we pronounce/say different sounds (for example "k" or "t").

Children with mild or moderate hearing loss should be able to communicate well using speech and should not have to sign, except in the pre-school years.

However, the child who does not hear "language" well is often slow to learn the names for things or make sentences. "Speech" is also a problem — How can you make a sound correctly if you can't hear it? Young children often get frustrated because they are trying to say a word but some of the sounds are "wrong" and so no one understands. If you are not patient with this kind of child he may stop trying!

As normal hearing children learn most of the basics of speech and language before they go to school attending pre-school sessions at the school for the deaf is very important. The earlier you attend and the more you practice activities at home, the more your child will develop. Many children with moderate hearing loss present from childhood will have very delayed speech and language, without this kind of help.

WILL A HEARING AID HELP ?

Many children with this kind of hearing loss in both ears are greatly helped by a hearing aid. Usually the aid is worn in the ear which has the better hearing. The hearing aid should be fitted as soon as the problem is discovered, sometimes the ear, nose and throat specialist (E.N.T. doctor) woll advise medical treatment or surgery first, to try to improve the child's hearing. So the aid might be fitted a few months later. Fitting is done in other countries when the child is only 18 months old.

Children who have normal hearing in one ear and who do not have speech and language problems may not be fitted with hearing aid.

HOW WILL THIS KIND OF CHILD PROGRESS AT SCHOOL ?

Most children with this kind of hearing loss can cope in normal school. However, they need special consideration and support. Staff at the School for the Deaf can help advise parents or teachers.

For the occasional child who has other special needs (for example — the slow learning child) the large noisy classroom and the need for individual attention may mean he might progress faster at the School for the Deaf. It is difficult to generalise as all children are individuals. The child with a hearing loss in normal school is, however, at a disadvantage. The responsibility for his full development lies with his teacher and family. If he is to take part in community life, the local people should be prepared to treat him as someone who can and will develop — to do all the things they do — if only he is given special consideration.

WHAT HAPPENS TO THE DEAF CHILD ?

Deaf children eventually become deaf adults who are capable of employment in almost every occupational field. They also drive cars, get married, buy homes, and have children, much like everyone else. Because of communication factors, many deaf people are comfortable in association with other deaf people. They tend to marry other deaf people whom they have met at schools for the deaf or at the deaf clubs. Most deaf couples have hearing children who learn sign language early in life to communicate with their parents.

WHAT CAN PARENTS OF DEAF CHILDREN DO TO HELP THEIR CHILD ?

The most important thing a parent can do for the deaf child is to show the child the same love and concern that is bestowed on the other family members. The deaf child should be accepted the way he or she is, but this does not mean total indulgence as this interferes with the child's ability to discipline himself later on in life.

Problems in the use of the language typically persist throughout a deaf person's life. Those who lose their hearing in infancy or at birth usually do not benefit from language stimulation from their parents and siblings during the early years when language is acquired. However, by learning sign language, deaf children can acquire the language base which will assist in the acquisition of the native and even second language. This is why it is so important for parents, brothers, sisters, aunties, uncles, grandparents and anyone else interested in the welfare of the deaf child to learn sign language.

DIFFERENT SIGN SYSTEMS

Sign language is the term for hand shapes that represent whole words, for example : coconut, banana, food, hungry. Finger-spelling is the term for hand shapes for every letter of the alphabet. Once finger-spelling is learned, anything can be expressed to a deaf person provided the deaf person can *read*. Since many deaf people have some difficulty with reading, it is better to use signs to teach them to read.

In recent years, studies have shown that deaf children may acquire grammar rules more easily if an attempt is made by their parents and teachers to replicate English exactly. The name of this sign system is *Signing Exact English*. With it, the deaf child " sees " past tense, future and present progressive (i.e. walked, will walk, is walking) as well as prefixes and suffixes (i.e. *unhappy* is signed not happy and pleasant is signed please + ant).

It is with this intention that this book is compiled — that deaf children may have earlier access to the English Language and all the privileges that a command of the language endows. This book is for parents to use at the earliest identification that their child is hearing impaired. In conjunction with the sign language classes, parents can be catalysts for introducing relatives and friends to the dramatic beauty of sign language. Because so many signs are iconic in that they look like the concept being names (i.e. trees, house, milk), learning sign language is fun and interesting. Additionally, parents will be increasing their child's learning potential and potential for becoming a contributing member of society.

CAUSES OF DEAFNESS

Deafness may be genetic in origin, or it may result from damage occurring before, during, or after birth.

No cause can be identified in about a third of children born deaf.

Most deaf couple breed deaf offspring due to recessive genes from both parents. For a deaf couple who already have an affected child, the risk may be as high as one in four that any future child will be similarly affected.

Mothers who are exposed to rubella virus (German Measles) in the first sixteen weeks of pregnancy have higher risks of bearing deaf children. Other pre-natal causes which may be suspected include other virus infections in early pregnancy, and teratogenic drugs taken in early pregnancy. For the sake of the baby, pregnant women should be very careful about non-prescription drugs they take during early pregnancy.

A doctor should be informed that the patient is pregnant so that teratogenic drugs aren't prescribed to a woman who is not yet "showing" her pregnancy.

Anoxia (lack of oxygen) before, during or after birth, and some forms of birth injury, also place a child at risk. Infants of low birthweight are also at risk. A significant number of children who have congenital abnormalities, or who suffer from neuro-developmental disorders such as cerebral palsy, or any form of mental retardation, also have a hearing loss.

Wax in the outer ear is a common cause of hearing impairment in childhood as in adult life. Another frequent post-natal cause of deafness is middle ear infection, giving rise to varying degrees of hearing loss which may be temporary, long-standing, or intermittent according to the progress of the disease. Even a mild or intermittent loss can interfere with speech progress.

Hence, a paediatrician should examine chidren who complain of earaches, dizziness or who have high temperatures.

This child is a rubella baby. She is not only deaf but also has visual problems. This child will need a special education programme to cater her needs.

This child is congenitally deaf. At this point there does not seem to be any additional problem besides deafness.

SIGNIFICANCE OF EARLY DETECTION

Sometimes, quite often indeed it is the parents who are the first people to suspect that their child is not hearing normally. Nonetheless, to have their fears confirmed by medical diagnosis is very shocking and painful indeed.

At that point all kinds of reasons for the hearing impairment are thought of. Parents are confused. Such a revelation will bring with it problems. First and foremost communication and behavioural problems. Parents who are not informed as to how to deal with such problems will be frustrated.

Painful though it may be, it is important that as soon as parents suspect that the child has a hearing problem, the parent should seek help. Having seen a doctor, he would then refer the child to the School for the Deaf for further assistance.

Some clues for detection of deafness in young children are :

(1) The child does not respond or startle when the door bangs suddenly.

(2) If his/her back is turned he will not respond to his name.

(3) He/she does not follow simple instructions without visual clues.

(4) Does not respond to toys that make noises.

These are just four examples that should cause you to suspect that there may be a problem.

Owing to limited resources and personnel in the field of Deaf Education in the Caribbean region, teachers of the Deaf play the triple role of social worker, counsellor and teacher. These persons can offer assistance to parents of hearing impaired children. Too often parents realise that the child has a problem but fail to seek help because they feel that the child is too young or they continue hoping that the problem will go away.

The sooner parents accept the fact that there is a problem and set about to do something about it the better it will be for the child. Having detected that there is a problem, there is so much that the parents will have to learn about deafness and how to handle behavioural problems of the young hearing impaired child. The success or failure of programmes planned for the pre-school deaf child depends heavily on the extent to which the parents are involved, and are willing to sacrifice themselves for the child's social and educational development.

A child with a hearing problem in both ears will have a speech problem. With lack of oral communication the first natural method of communication would be by gestures. The child would point at what he wants. The parents should know basic signs for objects around the home to start some form of communication.

This is where an early stimulation programme plays a significant role in that in these programmes parents receive information. They can attend sign language classes or be enrolled in overseas agencies who supply literature on deafness. For example if the correct signs are taught then there will not be the problem of the child learning one sign for bread at home and another in school. There will be that link between home and school. By the time the child is ready for school he will be coming in with a vocabulary, and also communication skills.

It may mean extra effort on the part of the parent, but if what it takes to achieve the ultimate — an independent and educated child — THEN IT'S WORTH IT!

This is a simple noise test that one can do at home in order to detect whether your child has a hearing problem. One would use a pan and a spoon.

IDEAS TO HELP THE TEACHING OF NEW WORDS OR SENTENCES

1. The child has to be able to copy a sign (or sign and word together) as the very first step.

2. Teaching him to understand what it means comes next. In normal development understanding come before using the word to name or describe things. Concentrate *more* on helping your child understand what words mean and *less* on teaching him to " say words. "

3. If you do steps one and two well, your child will begin to use the sign (or sign and word together) to mean something — that is to *tell* you something — to communicate.

So remember :

Step 1 — copying sign or sign and word together.
Step 2 — understanding what the sign means
Step 3 — using the sign or sign and word.

4. When teaching and in all other situations, talk to your child in short, simple sentences. Use words that are simple and use them over and over again. Talk at normal speed allowing your voice to go up and down as it usually does.

5. Decide what you are going to teach your child. Ask yourself if it is a reasonable " goal " — if you can answer yes to one or more of the following questions it probably is.

(a) Is it an easy word/sign to understand ?
(b) Is it like other signs you have been teaching your child lately ?
(c) Did it come early in your other children's development ?
(d) Can you teach it so that the child enjoys it ?

6. Look at the examples of teaching " games " written out for you on the next few pages. Questions to ask yourself when you *are* teaching something new are —

1. Do you really know what you want to teach ?
2. Could you describe your aim/" goal " to someone ?
3. What steps are you going to take — one-at-a time — to achieve this goal ? and
4. Will you know when you have finished or achieved your goal ?

7. Work opposite your child, where he can see you and hear you. The floor might be the best place to work. Choose quieter times at home if possible. Make sure your child's hearing aid is on.

8. Always speak and sign together.

9. Don't distract your child with too many objects/ toys — choose three or four.

10. Getting and keeping your child's attention will be your most difficult task.

(a) Call his name often.
(b) Try to develop *strong* facial expressions. Show when you are surprised, angry, or pleased.
(c) Try to get across the idea and fun of S-U-R-P-R-I-S-E in your games.

IDEAS FOR TEACHING GAMES

An activity to help your child understand the sign for " where ? "

What to Teach

Thomas will show that he understands the phrases " Where's the ball ? " and " Where's mummy ? " by going to find them in a game. Thomas should find the ball or " mummy " by himself. You can repeat the question to him. Thomas should do this game correctly everyday for a week before you stop practising.

What to Do

Take one step at a time.

1. First teach Thomas to copy the sign for " where. " Maybe you can sit with the rest of your family playing a " copying " game. Do the action listed below * and ask everyone to copy you. Make it seem like a game and make a big fuss of your child when he copies you. (For example, smile and clap your hands and say " good boy ! ")

*Hands up !
Waving bye-bye.
Stamping feet.
Touching mouth
Touching head.
Touching eyes.
Touching ears.
Touching nose.
Pointing to self.
Pointing to others.
Blowing a kiss.
Closing eyes.
Kicking feet.

2. Now try to involve another person in the game. Say and sign to them. " Where's the ball ? " — The person then goes to find the ball which is hidden in the room.

3. Reward this person, for example, by clapping your hand or smiling, as they give you the " ball " that they have " found. "

4. Now hide the " ball " again (while your child is not looking) and ask him by saying and signing " Where's the ball ? " This time your child may go to find it by himself. If he doesn't, take him by the hand and go and find the " ball " together.

5. Even if you have to give your child *lots* of help, reward him as he gives you the ball. This tells him that if he does it again he will get a lot of your attention.

6. When your child seems to understand " Where's the ball " and " Where's Mummie ? " try some more questions in the same game.

For example — " Where's the book ? "
" Where's the cup ? "
" Where's the shoe ? "

In this way your child will begin to understand what the word " where " means.

7. Only when the last stage can be done quickly and easily will the child begin to use the sign (or sign and word together) to mean " where ? "

8. When your child fully understands the meaning of " where " you can use this game to help him understand new signs for everyday objects.

Hide objects in the room wrapped in coloured bags (polythene). Then ask, by signing " Where's the towel ? " If your child brings the wrong object, say and sign, " No, the towel. Where is the towel ? "

A child responds to " Where is the book ? " by finding picture of a book.

LIST OF NAMES OF OBJECTS/TOYS YOU CAN USE IN THIS GAME

Where's the———————— ?

Sugar	socks	coconut
umbrella	spoon	bowl/dish
pig	stone	dog
plate	airplane	dress
potato	ball	fork
chicken	baloon	flower
radio	banana	fly/bug
mouse	bed	hearing-aid
rice	bird	house
sandwich	biscuit	jam/jelly
shoes	blanket	juice
slippers	book	key
sheet	bread	knife
shirt	cake	letter
light/lamp	milk	money
orange	pear	pants
paper	pen	phone
picture		

Toys, objects and simple clear pictures can be borrowed from school to help parents carry out these games.

Preschool children need manipulative skills such as clasping.

An activity to help your child understand the sign for "Jumping"

WHAT TO TEACH

JOSEPH will show that he understands the sign for "jumping or jump" by doing this action in a game. Joseph should jump by himself. You can repeat the word and sign for jump many times to help him. Joesph should be able to do this everyday for a week, before you stop practising.

WHAT TO DO

1. First teach Joseph to copy the sign. Again you can sit with rest of your family and play a copying game. Do these actions and ask everyone to copy you.
   "Hands-up."
   Waving "bye-bye."
   Stamping your feet.
   Touching your mouth — and so on.
2. Be enthusiastic and show your child how pleased you are when he copies you.
3. Now play a game to help him understand what the sign means.
   Again try to have another child or family member to act as a "model" (that is, to show Joseph how the game works)
4. The game is called "Magic Hat" — Any kind of hat can be used. The person wearing the hat has to do all sorts of movements which everyone else copies.

For example:

Person with "magic hat stand up.	Everyone else stands up.
Person with "magic hat" turns around.	Everyone else turns around.
,, ,,	Everyone runs about.
,, ,, runs about	Everyone runs about.
,, ,, kicks his feet	Everyone kicks their feet.
,, ,, fall on floor.	Everyone falls on the floor,

and so on.

Then the person with the "magic hat" signs and says "jump" and everyone jumps, showing child what to do.

5. Again, as soon as your child copies your action, reward him (for example, by smiling or clapping or signing 'good boy").
6. Every week you could introduce one new "sign" into this game. (Only one at a time.)
7. Signs you could teach using this game: standing, falling, sitting, walking, hiding, running.

An activity to teach your child to understand the two word "sentence" WANT + (NAME OF OBJECT)

WHAT TO TEACH

JAMES will show that he understands the "sentences": WANT CAR, WANT SWEET, WANT FLOWER, WANT BOOK, WANT RADIO, WANT BANANA, WANT SHOES, by handing over the correct object in a game. James should find the objects by himself. You can repeat the "sentences" but keep the two signs signs together. James should get most right everyday for a week before you stop practising.

WHAT TO DO

1. Do not play this game until your child can understand the signs for "car", "sweet", "flower", "book", "radio", "banana", and "shoes."
2. Now teach your child to copy the sign for "want" in the copying game used in game one (1).
3. Again you will have to ask another member of the family or older child to help you.
4. Put out four objects — e.g. — a book, a flower, the radio, and the shoes. Put them in a line in front of the child.
5. Cover your eyes so that you can't see anything — use a piece of cloth.
6. Now make your "sentences" using signs.
   e.g. WANT BOOK
   WANT FLOWER.
7. Your child will soon begin to realise how to play the game and try to find the right object. If not, your helper will show him what to do.
8. When the child gives you the correct object, take away your "blind-fold" and make a big fuss of your child. (For example, hug him or touch his face lovingly.)
9. The child does not really have to understand what "want" means as it is so obvious in the game. However, playing the game for a week can hold introduce the meaning.
10. The game can also be played for —

    "Give me" + name of object.

    e.g. "Give me the ball."
    "Give me the hat."
    "Give me the pear."

    "Wash" + the name of the object.

    e.g. "Wash the sock."
    "Wash the shirt."

(Child has to put correct piece of clothing in a bucket of water while your eyes are covered.)

"Bring the" + name of an object.

(Object in another room. Child fetches them while your eyes are covered.)

An activity to teach your child to understand two word "sentences" with "on."

What to Teach

Angel will show that she understands the "sentences": ON THE TABLE, ON CHAIR, ON KNEE, ON RADIO, ON BED, in a play situation. Any of these sentences can be repeated to her to help her understanding for all the sentences, for a full week, before you stop practising.

What to do

Take one step at a time. Finish one step before going onto the next.

1. First teach Angel to copy the sign in the same way described for previous activities.
2. Do not do this activity unless your child really knows and understands the signs for "chair", "knee", "radio", and "bed."
3. Borrow one of the glove puppets from the School for the Deaf. Or you can make one from some cloth or paper.
4. Again ask an older child or another adult to joi in the game. Allow him to bring in the puppet as a surprise. Ask him to do funny things with the puppet to make your child laugh.
5. Now you begin to sign and speak to the puppet. For example, you might say "hello", "how are you", "what a nice hat!"
6. Now begin to give the puppet orders. Sign and say "on the chair" (The other person makes the puppet jump on the chair.)
   Sign and say "on knee" (The other person makes the puppet jump on your child's knee.)
   Do the same for "on bed" and "on radio" and make the whole game as ridiculous as possible.
7. Now encourage your child to help the other person. This time the other adult pretends he does not know where the puppet should go, when you give the "orders."
8. Say and sign "where" to the child and encourage her to point to the right place by pulling at her finger and making a pointing movement.
9. Some children may want to take the puppet and make it "move" themselves.
10. When the child is correct, reward her as described in the last games.
11. This game could also be used to improve understanding of "in and "under."

Pre-school children engaged in an activity.

THE HEARING AID AND YOUR CHILD

The term ' hearing aid ' is used to describe any object that can increase the loudness of certain sounds thus making it easier for them to be heard. There is a wide range of hearing aids in use throughout the world. In Saint Lucia the most common ones are the body aid and the behind-the-ear aid.

After a child has been diagnosed as having a hearing loss, the person who tested him will decide whether or not hearing aid is needed. Sometimes the hearing can be improved by surgery or medication. In cases where no improvement is possible a hearing aid will be be recommended. The main reason for recommending the hearing aid is to ensure that the child makes full use of the amount of hearing that he has left.

When an Aid is Needed

Children learn to talk and develop an understanding of speech by hearing the sounds of speech. Language develops very rapidly during the first three years of a child's life. It progresses from babbling to making sentences.

If a child is unable to hear some or all of the sounds that people use when they speak, then that child's speech and language will be affected. Hence the reason why it is important for all children to have a hearing hearing test early in life.

The ability of a child to make use of his remaining hearing depends to some extent on how severe his hearing does not enable a child to have normal hearing. All it does is enable the child to hear sounds that he would not hear otherwise. Hence, it plays a valuable role which will contribute greatly to the development of language.

The Earmould

The main purpose of the earmould is to send sound from the hearing aid down the ear canal towards the eardrum. Each child should have his or own personal earmould.

Care of a Hearing Aid

Hearing aids cost a lot of money. They also get damaged easily. Therefore, great care should be taken to enable your child's aid to last longer. Here are a few tips for you to follow :

(1) Keep the hearing aid dry.
(2) Do not expose the hearing aid to a lot of heat.
(3) Try not to drop the aid.
(4) Keep the aid out of the reach of children or pets.
(5) Never try to repair the aid yourself.
(6) Do not use alcohol or cleaning fluid on your aid.

Caring For the Earmould

Our ears give off wax. Sometimes the hole in the earmould becomes blocked up with wax. This causes only a little sound to enter the ear. Therefore, it is important to clean the earmould with a little warm water and soap.

The child should not be allowed to bite the earmould. This can cause sounds to escape from the ear canal thereby making it more difficult for him to hear. To stop this practice, a bitter substance can be rubbed into the mould to discourage the act.

How to Set a Hearing Aid

(1) Place a new battery into the battery compartment. Make sure the + on the battery is on the same side as the + in the compartment.

(2) Place the earmould into the child's ear.

(3) Place the ON/OFF switch to ON or the M-T-O switch to M.

(4) Turn the volume control dial until you reach a level which is comfortable for the child.

When an aid is not in use the following procedures should be observed :

(1) Remove earmould from the ear.

(2) Turn volume control to O.

(3) Place ON/OFF switch to OFF or M-T-O switch to O.

(4) Remove the battery from the battery compartment.

Two Important Things to Consider

(1) Body aids should not be covered by any clothing because this will affect the quality of sounds that the child will receive.

(2) If the child is to benefit fully from the use of a hearing aid, he must wear it at all times except when bathing or sleeping.

DISCIPLINE A DEAF CHILD

Your child must learn to care for himself/herself. In fact, if you give him/her the chance you will find out that he can. All children vary in their readiness to learn certain things. Deaf children are no exception. The average deaf child, however, is a little behind the hearing child in learning to care for himself. You should expect him to care for himself but it will take him a little longer. Your attempts in training should be simple and direct. A simple but definite routine is also necessary. Some of the basic habits are as follows :

(1) Learning to eat — Before starting, choose a reward that your child likes. This could be orange juice or milk. Only give him small amounts every time you reward him. Do not allow the child to feed himself with his hands. Do not feed him yourself. Use the reward only when he does the right thing. Use the rewards only during feeding time. Do not hit him or be angry if he spills his drink or does not do the right thing. Wait until he is hungry before starting.

Toilet Training the Deaf Child

(2) Remember

Your child has to be taught to use the " potty " or toilet. This will take patience and effort. Bowel training comes before bladder training.

(3) Temper tantrums — Children often use this to get attention. It usually occurs in children who are between the ages of one and four years. If a child does not get what he wants, such as food or a toy, he may scream, kick, lie on the floor and make a big fuss. If you feel sorry for him give him what he wants, he will stop and be quiet again. But you have taught him that this is what he must do in order to get what he wants. Ignore him instead. Turn your back and walk out of the room. Another thing is to talk or console him. If you do this, you give him love and attention for a way of behaving that you want him to grow out of. Tell him when you like his behaviour.

Remember that in handicapped children, these kinds of behaviour often last longer. This is so because their parents sometimes try to make up to the child because of his handicap.

(4) Dressing himself — Your child will learn to dress himself because you are going to reward him for what you want him to do. Remember your child should learn faster if you constantly praise him and kiss him when he does something right.

(5) Road safety rules — Like all normal children a deaf child should learn to cross the road on his own. He will have to be told, " Look left, look right, look left again. " This will prepare him to be on his own one day.

Some parents love to tell their children " Behave yourself ! " If we think about this phrase it really means nothing ESPECIALLY if the child is deaf. What do you really mean ? The expression on your face tells that you do not like what he is doing but it does not tell him what you want him to do. So convey to him/her exactly what you want done.

TOILET TRAINING THE DEAF CHILD

It is very important to record the times of the day your child eases his/her bowels. In this way you will know when he/she has need of the potty.

Example :

	a.m.			p.m.		
Saturday	6.00	11.30	2.00	4.15	8.00	11.30

In addition it is useful to place the child on the potty about ten minutes after a meal.

REWARDING

You are going to reward your child with something he likes very much, e.g. cheese sticks, a piece of banana, and hugs and kisses when he does something you want him to do.

Use rewards only during the training programmes.

Do Not use them when he does not perform.

STEP 1 : Place the child on the potty at the time which you will see from your record. Stay with him. Play with him. Say, " Mummy loves you when you use the potty. " Take him off the potty after ten minutes or he will be tired. If he gets tired before this DO NOT force him to stay. DO NOT scold or beat him if he messes himself at other times.

If the child messes, DO NOT play with him or hug him while changing his pants.

STEP 2 : If your child eases his/her bowels into the potty while sitting on it make a big event of this. Now is the time to give him his reward, hug and kiss him.

Using sign language, say " Mummy loves you when you use the potty. "

Do this while he is easing his bowels. It may take a deaf child a long time (i.e. longer than other children in the family) to understand that this is what you want him to do. However, getting angry will only confuse the deaf child. In the end, your patience will be rewarded.

Keep the potty in a spot easily available to the child. Show him where it is kept.

STEP 3 : If your child is unable to take down his pants you will have to teach him this step before he sits on the potty. Show him what to do and reward him for doing it right.

Take it in small steps. Try not to have pants with buttons and zips that are difficult to take off.

STEP 4 : If your child shows you that he wants the potty, REWARD him for this. REWARD him again if he uses it successfully.

STEP 5 : When the child is bowel trained, he can be taught to pass urine correctly.

You can use the same way of training him. For this it helps to put some foil in the potty so that it rattles when the urine touches it.

This is an example of a child who also has visual problems. Parents and school personnel have to work together for the benefit of the child.

THE CHILD WITH VERY SPECIAL NEEDS

A small number of deaf children also have other difficulties such as visual problems, learning difficulties or behaviour problems. The occasional deaf child will also have a " language " problem which stops him learning signs (a speech therapist can explain this properly to you).

Whatever the handicap, this kind of child requires very special help from a very early age. A double handicap can mean that a child is at twice the disadvantage. Which special school the child attends depends on which handicap is the greatest. For example, a child blind in one eye (but who can compensate with the other perfectly well) who is also severely deaf, will attend the School for the Deaf.

For these children learning speech and language is a long, slow task. Most of what they learn is in the teaching situation and not something they managed to " pick up " by themselves when playing. Teacher and parents have to work together often using special " methods " e.g. use of the sense of smell and touch for a deaf child who also has a visual handicap.

VOCATIONAL GUIDANCE

Deaf people have generally maintained a good public image in the world of work as compared to other groups of disabled persons. Most deaf people realize the tremendous competition and compensate by excellent attendance and diligence on the job.

However, discrimination because of the communication barrier remains a source of frustration for most deaf people. When given an opportunity, deaf people often "break through" the aforementioned barrier by writing messages to the employer. Knowing that the onus for communicating is on them, many deaf people attend night classes or seek the aid of a tutor to help improve their skills in reading and writing.

Unemployment is higher among deaf populations; therefore, it is very important that deaf people get the best vocational guidance available. All children need to learn marketable skills (i.e. skills that fit the needs of the society in which they live) but for deaf children it is essential!

In the Caribbean, deaf persons are well-suited, but by no means limited, to the following occupations: light manufacturing, printing, welding, ceramic designing, graphic designing, agricultural science, garment manufacturing, and domestic science.

Most deaf people are able to relate to hearing people in a pleasant and satisfactory, though frequently limited, way. In Saint Lucia, one multiple-handicapped teenager with a severe hearing loss received the "Employee of the Year" award at a local hotel. This success story is only one example of deaf individuals overcoming the communication barrier by writing, speaking, signing and gesturing.

In addition, the popularity of sign language has caused greater awareness on the part of the public. Although most employers don't know sign language fluently, they may know a few signs which help the deaf person to feel more comfortable in the work environment.

MY UNFORGETTABLE EXPERIENCE

HAVE you ever at anytime been afraid of hearing a word used directly at you . . . like a sick person afraid of hearing the word 'cancer'? Well, I have. I am Justine Odlum of Pavee Road, Castries, mother of seven, including Tracey, my six-year old, deaf child.

I can still remember the nurse's voice as she placed my baby beside me in the maternity ward at Victoria Hospital. "Mrs. Odlum", said the nurse, "your bundle of joy . . . take care of her, she is beautiful." I thanked the nurse as she smiled and went her way. I turned towards my baby, kissed and cuddled her in my arms. "The nurse is right she is a beautiful baby", I thought to myself.

From the day Tracey was born I watched her grow, and by the end of her third month she was able to smile at me and coo in her baby language, telling me she recognised me as her mother.

By the time she turned two, she was too busy for words. A hyperactive child, I thought to myself. Tracey was such a busybody that if she was going forward, no matter how much you called to her to stop, she would pay you no mind. "Stubborn! that is what she is", I said to myself time and again when I grew impatient.

One day, after becoming very impatient, I tried to console myself by saying, "Give her a little time and she will change, I am sure". That same afternoon, while playing on the floor with her, it suddenly dawned on me that she did not imitate words at all. "Oh, forget it!" I thought. "Why be in such a hurry? She is only two." Wendy, my third daughter, stated to imitate words at three and she will be late like Wendy. All the while I was concentrating on **Speech**, not **Hearing**, hence the reason I compared her with Wendy.

About two weeks after, while attempting to stop her from falling by calling her over and over again, it suddenly struck me that this child was not responding to her name. For a minute or two I hated myself for thinking that way. Actually, that was one part of me thinking. The other part of me was thinking something else. Could that other part be thinking correctly? I had to find out!

Hurriedly, I took Tracey inside and attracted her attention to the comic book I was reading. I got behind her with two spoons, knocked them together close to her ears, first one ear, then the other. "It could not be true", I heard myself saying in a whisper, "it is because she is playing with the book; try that again a little harder". I tried a second time, but there was still no response.

A chill ran through my body as the spoons dropped from my hands. Tracey saw them and picked them up to play with. I picked her up along with the spoons, hugged, kissed and cuddled her and the tears followed.

However, this couldn't be permanent — there had to be some mistake — probably something small which could be corrected with medication. "Please dear God don't let it be that Tracey is deaf", I heard myself saying over and over as my crying brought in two of my other children who were playing outside.

"Mummy is crying", said the eldest. "What is the matter, Mummy ?" asked the other, "is Tracey sick ?" I shook my head in a "no" gesture, I tried to speak but the words did not come, for there was no voice.

How I moved around for the next few hours, I don't know, but I made it to the Health Centre. I told the Nurse of my suspicions and she gave me an appointment to see Dr. Cooper. The following Saturday, I silently and patiently waited my turn at the clinic. I prayed that my suspicions would be wrong.

As the doctor followed up Tracey's history and made a test similar to what I had done, my head began to to ache, my stomach churned and my limbs became weak. The truth had caught up with me. I had to admit that my suspicions were correct, but still did not want to accept it. That word, that four letter word, I did not want to hear it from the doctor who had to confirm my suspicions.

As Dr. Cooper put down his pen, drew back his chair and turned to face me, I knew it was coming . . . the word I was afraid of hearing. "Mrs. Odlum", came Dr. Cooper's voice, "I want you to listen to me carefully, keep calm and listen as I explain, step by step . . . I am afraid that your little girl is profoundly deaf." Dr. Cooper stared at me a while. Surely he did not expect me to answer or say anything, did he ?

That word "DEAF" it struck me like lightning ! Like the pealing of thunder I heard it in my ears. Couldn't he use another word ? Couldn't he put it another way ? Like "your little girl is hard-of-hearing". But no, after all, he had to tell me the truth. He had to help me face up to reality ; for being deaf and being hard-of-hearing are totally different.

He rested his hand on my shoulder. I think he meant to support me in case I should fall over. "I will give you this note. Take it to the Special Centre in the Gardens to Mrs. Nancy Neymiere and she will instruct you as to what you should do to help Tracey." "Mrs. Odlum", continued Dr. Cooper, as I turned to leave his office, "take care of your little girl. Someday she will grow to be a fine and beautiful lady that you can be proud of."

Mrs. Neymiere and Mrs. Weekes suggested that I take the correspondence course from John Tracey Clinic in California. It is a course for parents of pre-school Deaf and Hard-of-Hearing Children. This course is to help me cope with Tracey.

As I was eager to help Tracey and myself I wrote the following day and got a reply three weeks later. The course, along with it's lessons, lasted a year and it has been of great help. I was very happy to receive a certificate congratulating Tracey and me upon completion of the John Tracey Clinic Correspondence Course for Parents of Pre-school Deaf and Hard-of-Hearing Children. Up to this present time I still write to the school to tell them of her progress and failures.

Tracey is six years old and attends the Sans Souci School for the Deaf where she started at three. As I was and still am interested in helping her, I attended sign classes at the School where at present I work as a teacher's aide.

I have got over many personal shortcomings since I became aware of Tracey's condition. For one thing, I have become more patient, more understanding and a more devoted mother.

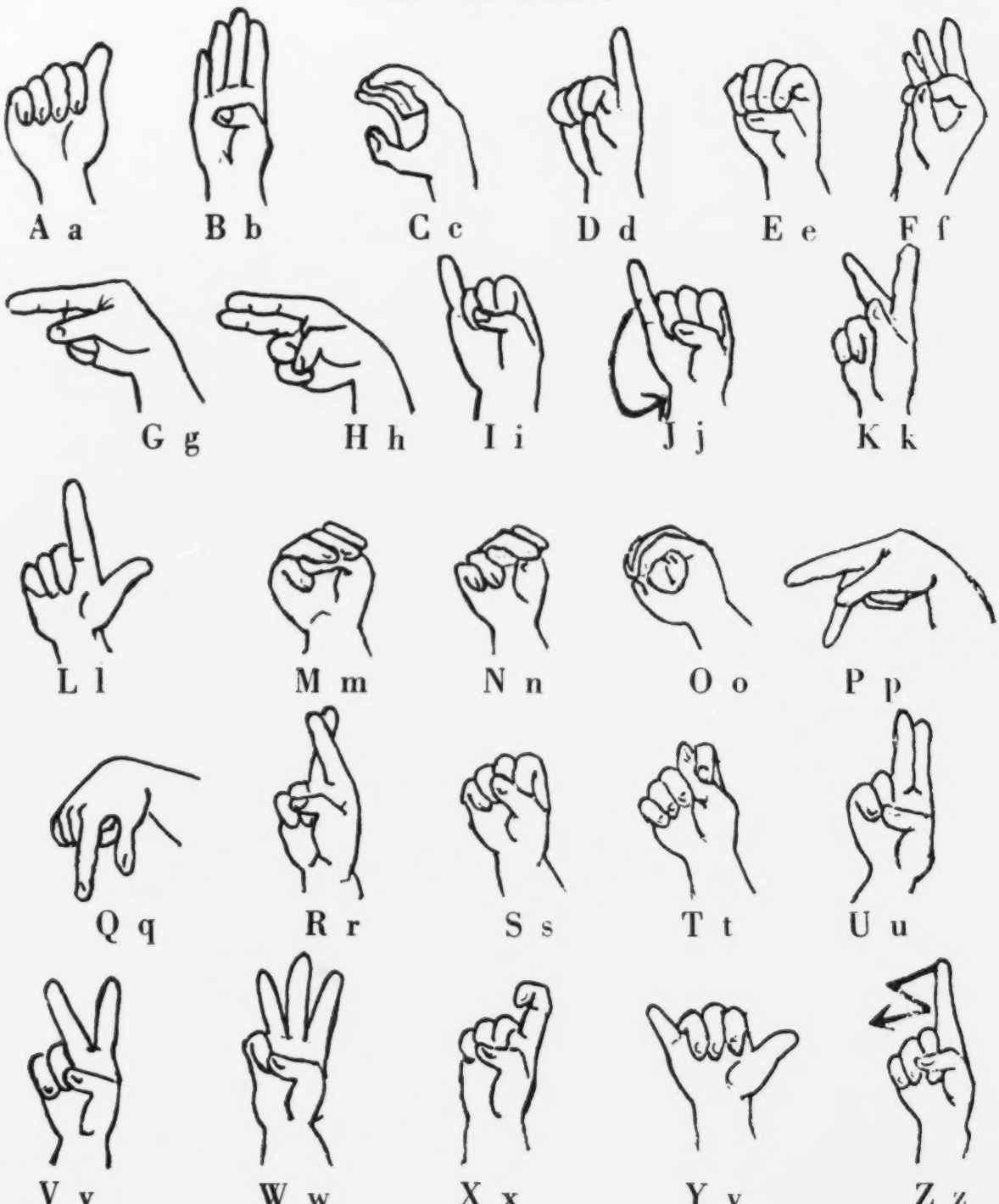
My concern for Tracey extends to all deaf children and whenever I see or speak with a deaf child, I know I see and speak with Tracey. For if she was not given to me, I would never know about those deaf children whom I am with everyday for they are God's Very Special Children.

It may seem stupid and childish on my part, but before I end my story, let me say that those spoons with which I tested Tracey are very special to me. I have them safely put away so that some day when she is old enough to understand and read my story, she will know why I kept those spoons. Do you think I am stupid and childish ?

Mothers, watch your babies . . . observe them carefully . . . the earlier the better, or no child is too small to wear a hearing aid. If in doubt, seek your doctor's advice and call us at the School for the Deaf. Help us to help your Special Children.

SIGN LANGUAGE

THE ALPHABET



NUMBERS

One (1)

Two (2)

Three (3)

Four (4)

Five (5)

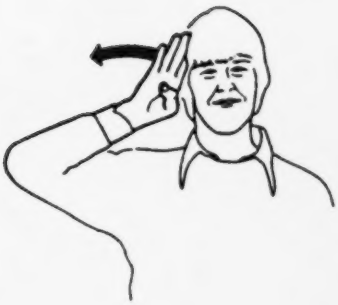
Six (6)

Seven (7)

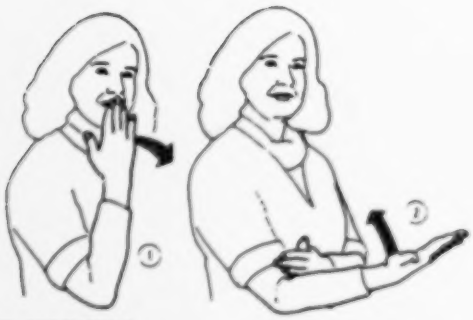
Eight (8)

Nine (9)

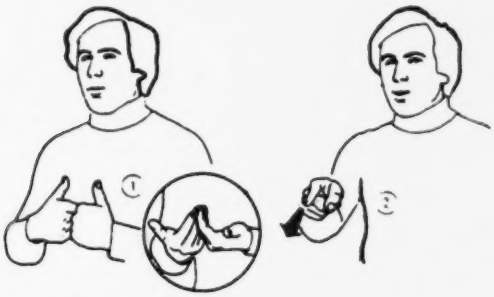
Ten (10)



HELLO, HI
Start with the index finger of the " b " hand at the right temple, palm forward and fingers pointing up. Bring the hand outward to the right with a deliberate movement.
Hint : Saluting a greeting.



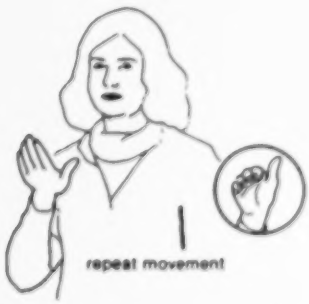
GOOD MORNING.
Bring the fingertips of the right open hand, palm facing chin, down and away from the mouth. Then bring the right hand upward from waist level, palm facing up, with the fingertips of the left open hand in the crook of the right elbow.
Hint : " Good " plus " morning. "



HOW ARE YOU ?
With the fingertips of both bent hands touching the chest, palms facing the body and the knuckles touching each other, move the fingers up and out, ending with the right extended finger pointing outward.
Hint : " How " plus " you. " It is not necessary to sign " are. "

I'M FINE.
Bring the " 5 " hand, palm left, forward with a flick of the wrist from the middle of the chest. Note : You may leave the thumb in place in the middle of the chest and wiggle all of the other fingers to mean " superfine. "
Hint : This is the sign for "fine." It is not necessary to sign "I'm."

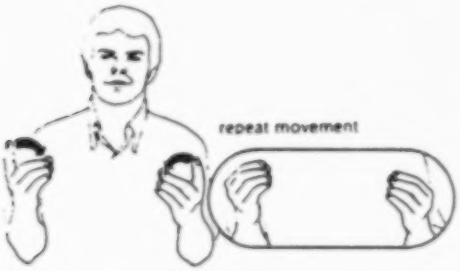
SEE YOU LATER.
Smoothly bring the " v " hand, fingers pointing toward either eye and face toward the face, from the eyes downward, changing into an " I " handshape with a flick of the wrist.
Hint : "See" plus a modified form of "later." "You" is not necessary.



GOOD-BYE.
Bend the fingers of the open right hand, palm facing forward, up and down repeatedly.
Hint : Mime waving good-bye.

WHAT TIME IS IT ?
Tap the curved extended index finger to the back of the wrist, using an inquisitive expression.
Hint : This is a natural gesture for inquiring about the time.

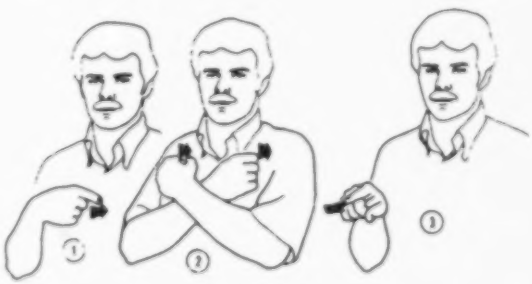
I DON'T CARE.
Move the extended index finger, palm toward face, outward from the nose, ending with the finger pointing outward.



WHAT'S GOING ON ?
Bring both extended index fingers of both " d " hands up and down with repeated motion, palms facing chest.
Hint : Rapidly fingerspell "d" "o." This can be translated "do-do ?"

WHAT'S HAPPENING ? WHAT'S UP ?
Bring the bent middle fingers of both " 5 " hands upward and outward from the middle of the chest toward the shoulders.
Hint : This is the sign " thrill. " It's used when you approach someone and you want to know what he or she is doing.

I LOVE YOU.
Hold the extended little finger, index finger, and thumb in front of chest.
Hint : This is the informal sign which is made up of the initials "i," " l, " and " y. "



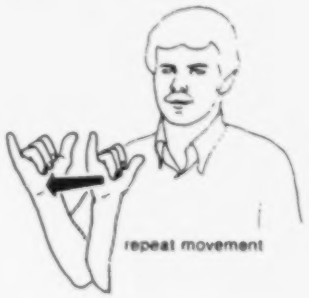
I LOVE YOU.
Place the tip of the index finger in the center of the chest, palm facing in. Cross both arms below the wrists and place the " a " hands on the chest. End with the right extended index finger pointing outward.
Hint : " I " plus " love " plus " you. "

I MADE A MISTAKE.
Tap the " y " hand, palm facing in, on the chin twice. Then point the extended index finger to the middle of the chest.
Hint : "Wrong" plus "me." This sign is used almost as an apology for making a mistake.

I SEE. I UNDERSTAND.
Gently shake the " y " hand up and down, palm down, by bending at the wrist.
Hint : This is often used as an indication of agreement with what the other person is saying.

GOOD LUCK.
With the closed hand, thumb extended upward and palm left, thrust the hand forward.
Hint : This is something used as a good-bye greeting.

THAT'S TRUE. REALLY.
Move the extended index finger, palm left and finger pointing upward, forward in an arc from the lips with a deliberate motion.
Hint : This is the sign for " true " which is often used for emphasis after a sentence.

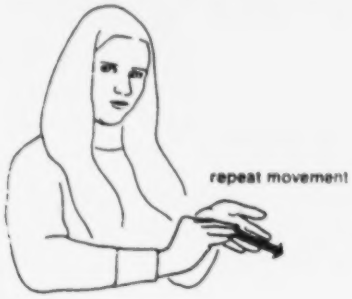


ME, TOO. I AGREE WITH YOU.
Move the " y " hand, palm left, from touching the thumb on the chest forward and back twice by bending the elbow.
Hint : Move the sign for "same" between yourself and the person with whom you have the same opinion.

BE CAREFUL.
Strike the little finger side of the right " k " hand, palm left, on top of the index finger side of the left " k " hand, palm right, twice.

THANK YOU, YOU'RE WELCOME.
Bring the fingertips of the open hand, palm facing inward, down and forward from the mouth.
Hint : When meaning "You're welcome," it is almost like saying "Thank you for thanking me."

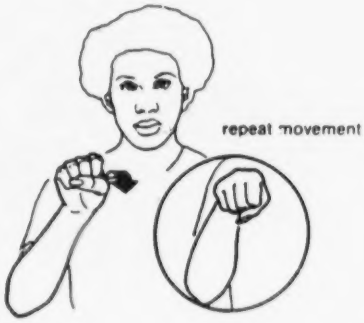
YOU'RE WELCOME.
Bring the extended arm, with an upturned palm, inward ending with the little finger near the waist.
Hint : This is the sign "welcome" ; "you're" is not necessary.



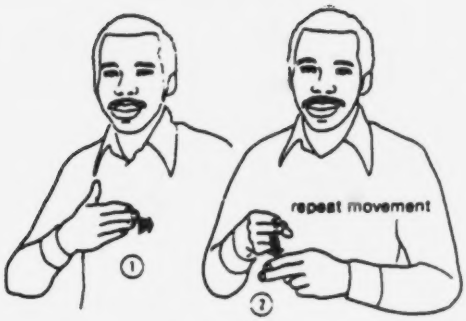
EXCUSE ME. FORGIVE ME.
Repeatedly brush the fingertips of the bent open right hand, palm down, across the palm and fingers of the upturned left hand.
Hint : Brushing the mistake aside.

I'M SORRY.
Rub the "a" hand, palm facing in, over the heart in a circular motion repeatedly.
Hint : Beating the heart in sorrow.

PLEASE
Rub the palm of the open hand in a circular motion over the heart.
Hint : Rubbing the heart in enjoyment.



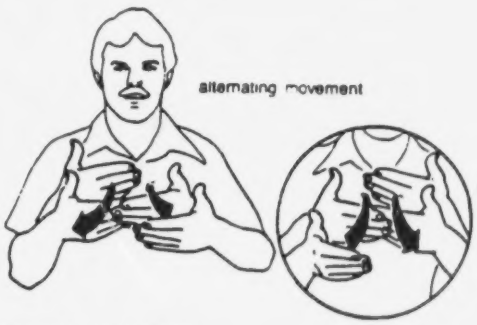
YES
Move the "s" hand, palm facing forward, up and down repeatedly, bending at the wrist.
Hint : Nodding the head affimatively.



MY NAME IS . . .
Place the open palm on the centre of the chest.
Then tap the right "h" fingers, palm left, on the top of the left "h" fingers, palm right, twice.
Hint : "My" plus "name" ; it is not necessary to sign "is." Follow by fingerspelling your name.

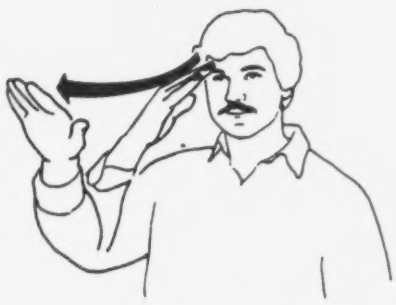
I DOUBT IT.
Bring the "v" fingers forward from pointing at either eye, palm toward face, crooking both extended fingers as the hand moves.
Hint : Similar to "blind" ; shows you are blind to the idea.

THAT'S DUMB.
Tap the palm side of the "a" hand against the centre of the forehead.
Hint : This is the sign for "stupid" and should be used as a self-accusatory when you make a mistake.



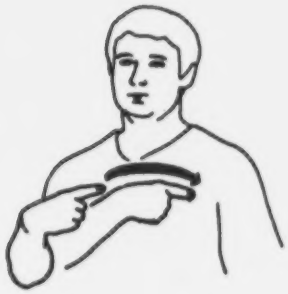
IT DOESN'T MATTER.
With both open hands facing the chest, fingers overlapping slightly, brush the fingertips of both hands back and forth with alternating movements, bending the fingertips out of the way.
Hint : Shows that your opinion can be swayed either way.

POOR THING.
With the bent middle finger of the "5" hand, palm facing outward, stroke outward toward the person or object being pitied with a double motion.
Hint : Sign "feel" in the air in sympathy for another person or thing.



I DON'T KNOW.
Bring the fingertips of the open hand, palm down, from the right forehead outward in an arc, ending with the palm facing out.
Hint : "Know" plus the movement outward which makes it negative.

Point to yourself
me



Includes "you" and "me"
we

"R" for are
are

"A" for am
am

Refers to self
I

Point to person
you

"I" for is

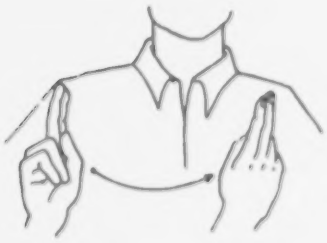
is

Includes persons in a group

our

Point to person

he/him—she/her



Includes "you" and "me"

us

Point to individual members in a group

they

Putting a name on a person or object

name

Motion originally from verb " to be ", now " B " for be

be

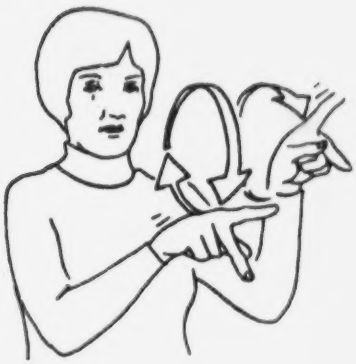
Person's possession

your/his/her

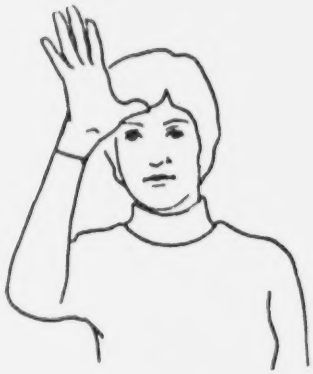
Showing personal possession

my/mine

Group sign using initial letter " F "
family



Many persons
people



Male head of the family
father

Sign " boy " and " same "
brother

Female head of the family
mother

Sign " girl " and " same "
sister

Refers to girl's bonnet string
note : all female signs
made in this area
girl

Patting the heads of children
children

Baby in your arms
baby

Refers to a baseball cap note :
all male signs made in this area

boy

Fixing teeth

dentist

Taking pulse

nurse

Taking pulse

technician

Beard is outlined

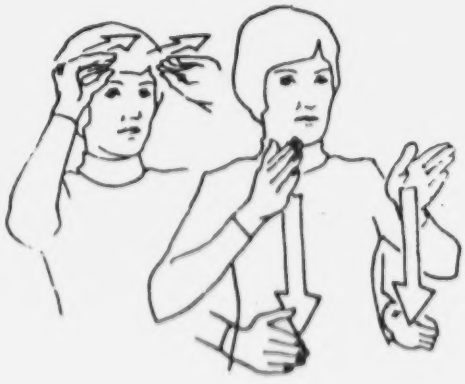
Santa Claus

Interlocking fingers
indicate a close relationship

friend

Badge on the chest

policeman



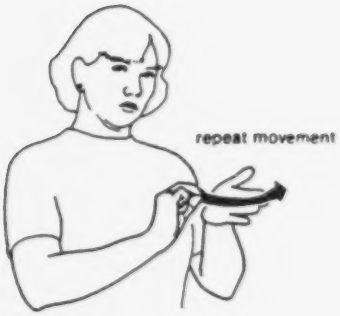
Giving knowledge to others

teacher

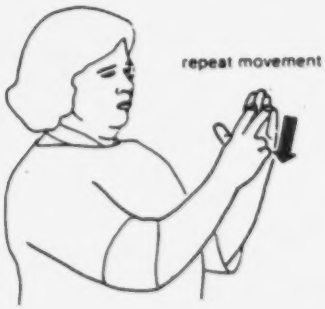
Taking pulse

doctor

INVESTIGATE, INSPECT, EXAMINE, CHECK
Touch the extended right index finger from under the right eye down to the palm of the upturned left hand, forward off the left fingertips.
Hint : Moving the vision from the eye down to examine something.



WRITE
Move the extended right thumb and index finger together, across the palm of the left open hand, palms facing each other.
Hint : Mime holding a pencil and writing on paper.



READ
Bring the fingertips of the right "v" hand down the palm of the left open hand, palms facing each other.
Hint : The fingers represent the eyes moving across a page.

TEACH
With the thumbs touching the fingertips of both hands, palms facing down, move the hands forward from near the temples in a short deliberate double motion.
Hint : Taking information from your head and giving it to another.

STUDY
Wiggle the fingers of the downturned right "5" hand as the fingertips move down toward the upturned left palm with a double motion.
Hint : Reading and rereading a book.

LEARN
Bring the downturned "5" right hand, palm facing down, from the upturned left palm upward toward the head, closing the thumb to the fingertips as the hand moves.
Hint : Taking information from the page and putting it in the head.

CHALLENGE, DARE
Bring the extended thumbs of both "a" hands, palms facing out, from near the shoulders in an arc inward and upward toward the centre of the chest.
Hint : Two things coming together in order to compete.

IMPROVE
Move the little finger side of the right open hand, palm left, across the index finger side of the left "b" hand at right angles, and then to the forearm.
Hint : Moving up on the chart.

LOSE, LOST
With the knuckles of both "c" hands touching, palms toward the chest and the knuckles pointing toward each other, bring the hands downward and apart, dropping the fingertips down.
Hint : Dropping or losing what you have.

WIN
Swoop the right "5" hand from right side of body, palm facing left, down in an arc across the top of the left "s" hand, palm right, changing the right hand in an "s" as it moves.
Hint : Grabbing to take the trophy.

SUPPORT
Push the knuckles of the right "s" hand, palm toward body, at an angle upward under the little finger side of the left "s" hand, palm facing back, forcing it to move in the same direction.
Hint : The right hand is giving support to the lift hand.

CELEBRATE, VICTORY, FESTIVAL
Make small circles above either shoulder with both "a" hands, palms facing back and index finger knuckles extended.
Hint : Waving a flag to celebrate.

SUCCEED, FINALLY, AT LAST
Starting with both index fingers pointing toward each other from in front of either shoulder, both palms facing in, twist the wrist outward, ending with the index fingers pointing upward, palms forward.
Hint : A natural sign for success.

ADVERTISE, PUBLICIZE, COMMERCIAL
Move the right "s" hand up and down with a double motion on the little finger side of the left "s" hand held against the lower chest.
Hint : Stretching the truth.

CHOOSE, PICK, SELECT
Bring the bent thumb and index finger of the right "5" hand from the fingers of the left "5" hand, palms facing each other, back toward the right shoulder, closing the thumb to the index fingertip together.
Hint : Making a selection of the fingers on the left hand.

FIND, DISCOVER
Starting with the loose downturned "5" hand in front of the right shoulder, draw the hand upward from the wrist, closing the thumb and index fingertip together.
Hint : Picking up something you found.

PROVE
Bring the open right hand, palm facing back and fingers pointing up, from the right cheek forward and down, landing on the upturned left palm.
Hint : Taking something and laying it out for examination.

DEMONSTRATE, SHOW, EXAMPLE
Touch the extended right index finger into the open left hand, palms facing each other. Move both hands forward and down in a short arc.
Hint : Pointing out something as an example.

RESIGN, GET OUT
Bring the bent right "h" fingers, palm down, out of the left "o" hand, palm facing right, back toward the body.
Hint : The fingers represent legs which you are withdrawing from a situation.

QUIT
Bring the right "h" fingers, palm left, up from inside the left "o," palm facing right, in an arc toward chest.
Hint : The fingers represent legs which pull away from a situation.

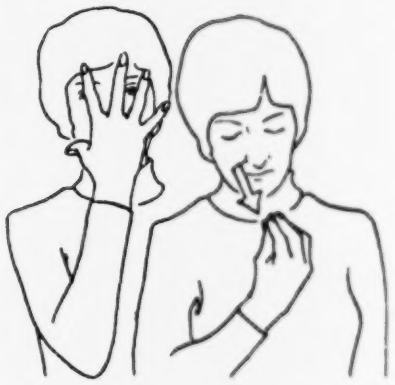
STOP
Bring the little finger side of the right open hand, palm facing left, down into the upturned left palm.
Hint : A natural gesture for stopping something.

START, BEGIN, INITIATE
Twist the right extended index finger, palm facing body, between the index and middle fingers of the left "5" hand, palm facing right.
Hint : Turning a key in the ignition.

PARTICIPATE, JOIN
Bring the right "h" fingers, palm left and fingers pointing up, down from in front of chest into the left "c" hand, palm facing right.
Hint : The fingers represent legs which you are moving toward a situation.

COMPLETE, END, FINISH, DONE
Starting with the little finger side of the right "b" hand, palm left, crossed on top of the index finger side of the left "b" hand, palm right, slide the right hand down the left index finger and off the end of the left fingertips.
Hint : Showing the end of something.

Something coming
out of the ground
grow



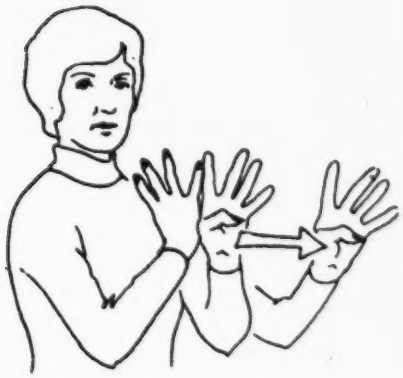
Eyes closed
sleep

Motion in place until
ready to move forward
wait

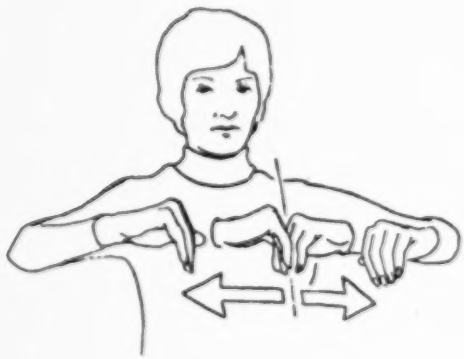
Pointing out something
show

Touching something
touch

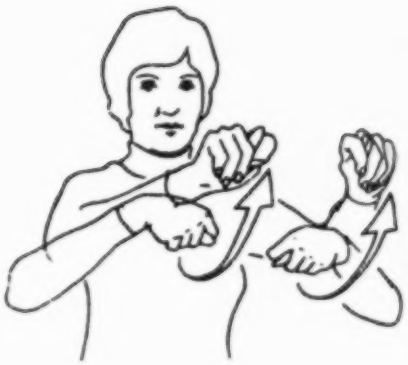
Pouring from a
pitcher into a glass
pour



People standing in a line
line up



Pulling something apart
separate



Forward motion indicates effort

try

Continuing motion to represent frequent use

use

Eyes open

wake up

Backward motion to indicate past tense

yesterday

Repeat it once more

again

At the immediate time

now

Forward motion to indicate future

tomorrow

When hands of clock have moved ahead

later

Sign "now" and "day"

today

Shows top arch of a Christmas wreath

Christmas

Sign "birth" and "day"

birthday

Sun rising and setting

day

Outline shape of sun

sun

Symbol of the
International Red Cross

hospital

Pushing wares on potential customers

store

Old time movie flicks

movie

Showing beard of farmer

farm

Squeezing juice from an orange into mouth

orange

Coring an apple

apple

Tasting something on end of finger

eat/food

Putting food in mouth

taste

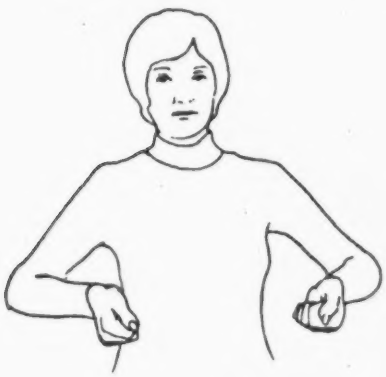
Drinking from a glass

drink

Smelling something
smell

Outline shape of a plate
plate

Outline of a bowl
bowl



Holding an imaginary tray
tray

Outline of a cup
cup

Wiping corners of mouth
napkin

Indicates height of glass
glass

Motion of eating
breakfast

Motion of eating
lunch

Cutting motion
knife/cut

Motion of eating
dinner

Motion of eating with a spoon
spoon

Tines of a fork
fork

Having a sweet tooth
candy

Old fashioned method of sprinkling salt on food
salt

Motion of teeth while chewing gum
gum

Motion of corn popping
popcorn

Shaking pepper on food
pepper

Sweet tasting
sugar

Stirring a teabag in a cup
tea

Using a cookie cutter
cookie

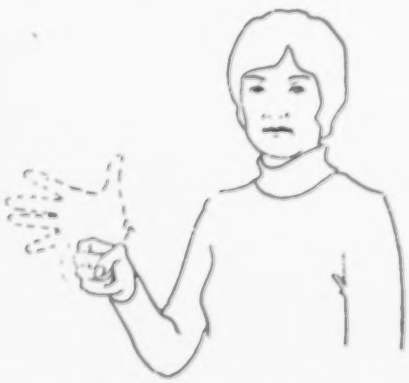
A shot in the arm for energy
coke/pop

Cutting a piece of cake
cake

Licking an ice cream cone
ice cream

Cutting a piece of pie
pie

Piercing a potato with a fork
potato



Milking a cow
milk

Eating corn on the cob

corn

grinding coffee beans

coffee

" W " indicates water for drinking

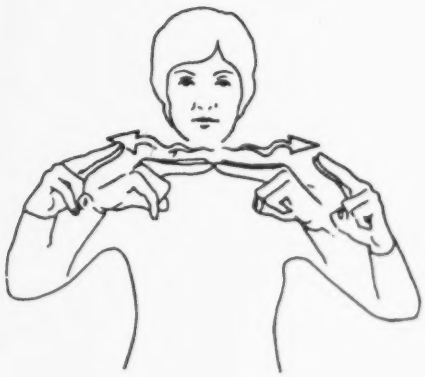
water

Side of beef hanging on a meat hook

meat

Cracking an egg open

egg



Shows outline of a strip of cooked bacon

bacon

Slicing a loaf of bread

bread

Peeling a banana

banana

Forming a hamburger patty

hamburger

Old fashioned way of toasting bread on a fork

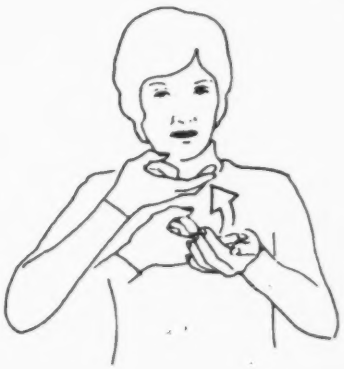
toast

Two pieces of bread together

sandwich

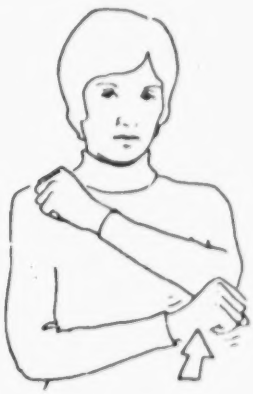
Links of weiners

hot dog



Taking soup with a spoon

soup



Old Eurpoean custom of hitting crackers with elbow allowing crumbs to fall into soup

crackers

Buttering bread

butter

Covering on the head

hat

Outline glasses on face

glasses

Inserting earmold into ear

hearing aid

Outline
collar

Outline bra on person
bra

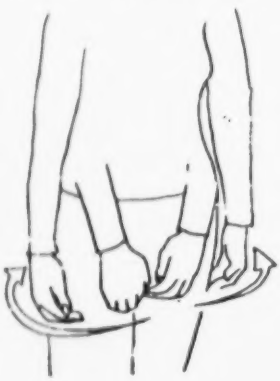
Hand grasps shirt
shirt

Outline lapels of coat
coat/sweater

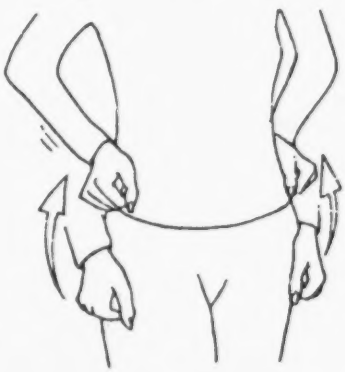
Buckling your belt
belt

Oldfashioned bloomers
panties

Outline legs of shorts
undershorts



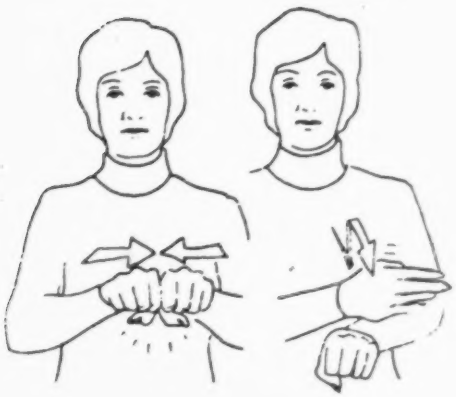
Short pants
shorts



Pulling up pair of pants
pants

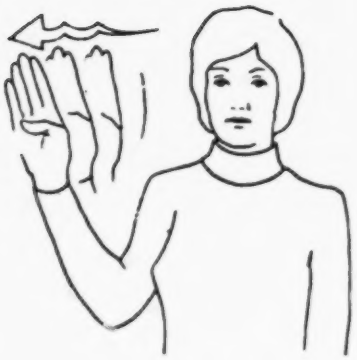
The knitting of socks
socks

Heels of shoes clicking together
shoes



High shoes
boots

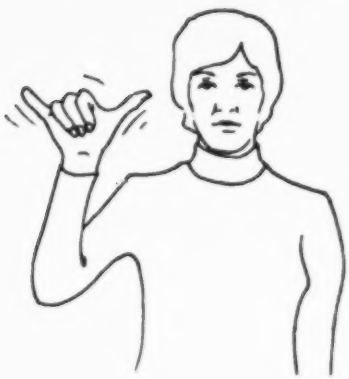
Feeling the material
clothes/dress



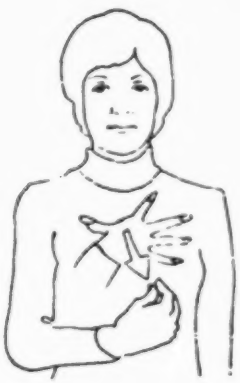
Emphasis on the first letter of the word
blue

Emphasis on the first letter of the word
green

Emphasis on the first letter of the word
orange



Emphasis on the first letter of the word
yellow



Shows color of a white T-shirt
white

"0"
zero

Represents color spectrum of rainbow
color

Indicates dark eyebrows
black

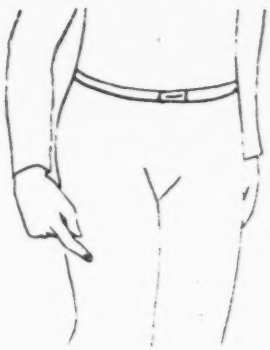
Indicates dark skin
brown

Lipstick on the lips
red

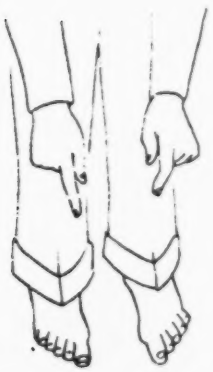
Pink lips
pink

Emphasis on the first letter of the word
purple

Point to stomach
stomach



Point to leg
leg



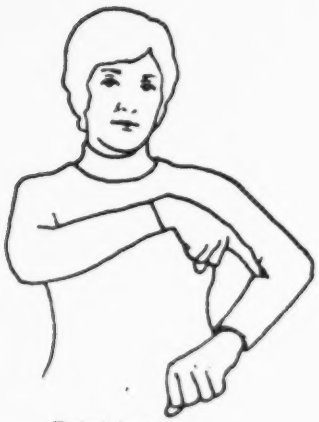
Point to feet
feet

Motion of eyes closing
close eyes

Point to teeth
teeth

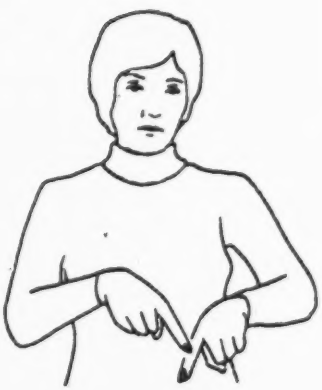
Point to ear
ear

Point to neck
neck



Point to arm
arm

Point to hand
hand



Point to finger
finger

Frame the face from temple to chin

head

Touch hair

hair

Outline face

face

Point to eye

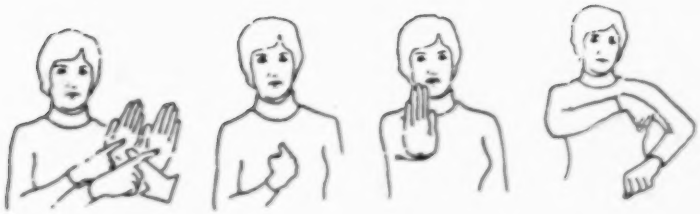
eye

Point to nose

nose

Point to mouth

mouth



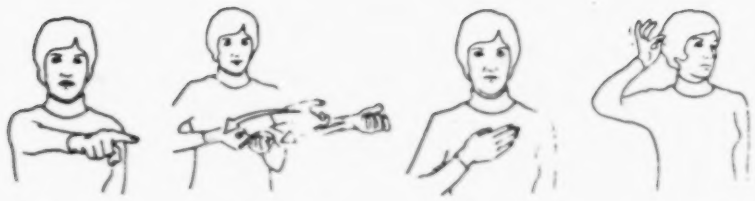
1. Show me your arm.

2. My stomach hurts.

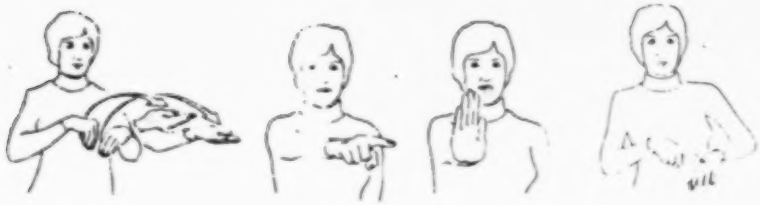
3. Close your eyes.

4. Find your ears.

5. My sister hurt her finger.

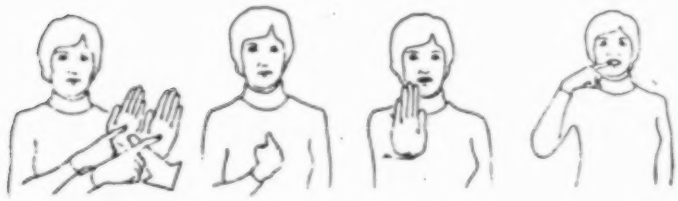


6. He pulled my hair.



7. Give him your hand.

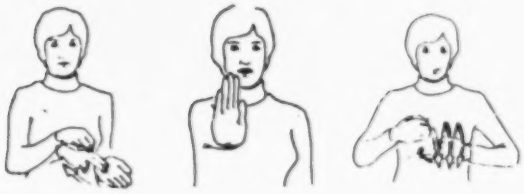
8. Touch your feet.



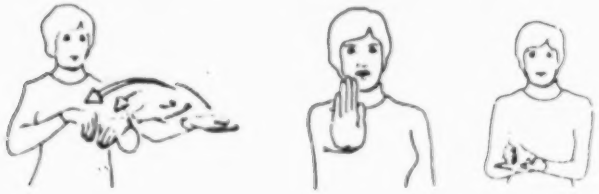
9. Show me your teeth.

10. Touch your nose.

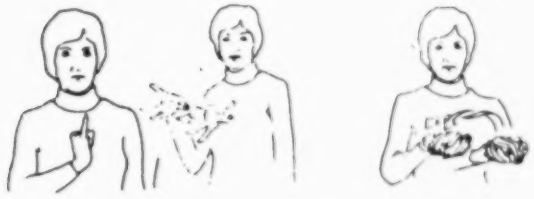
1. Drink your coffee.



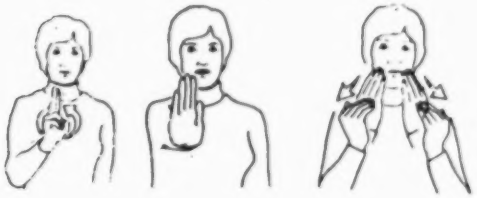
2. Butter your bread.



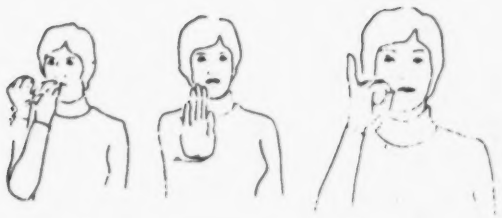
3. Give me your cup.



4. I like hamburgers.

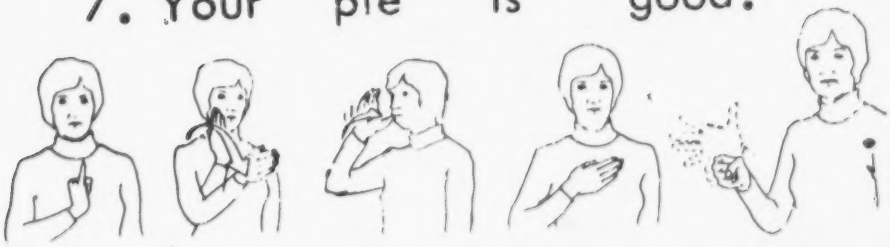


5. your napkin.



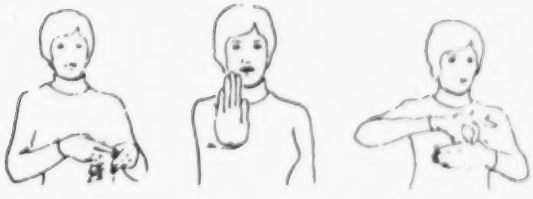
6. Eat your dinner.

7. Your pie is good.

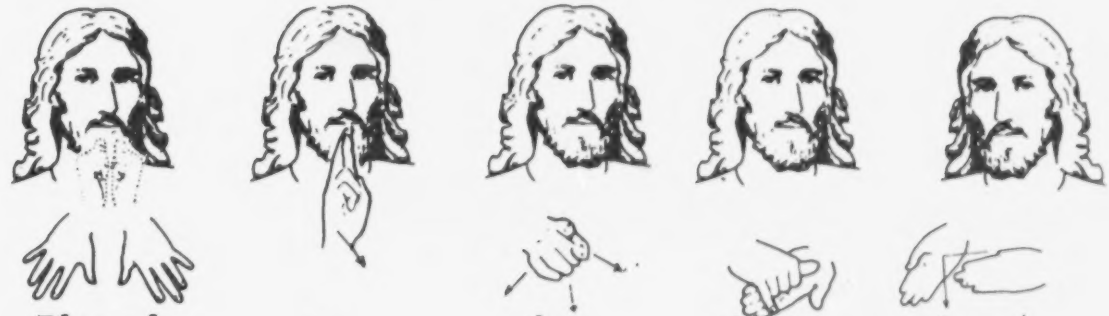


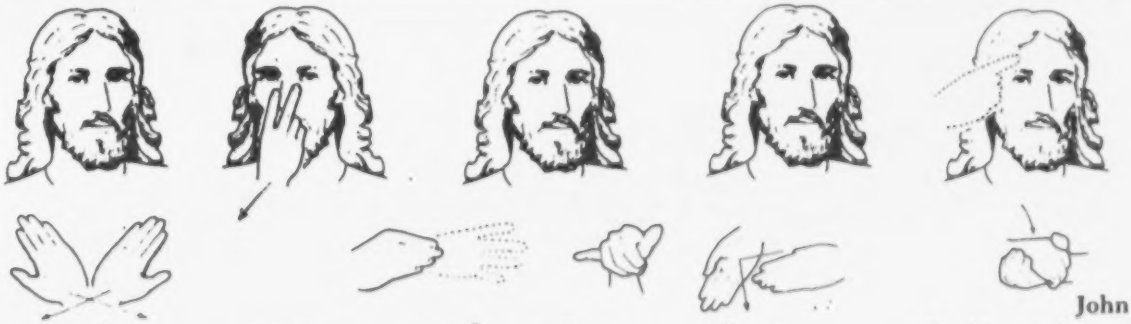
8. I will drink my milk.

9. Your food smells good.



10. Cut your meat.





John 20:29.

SILENT THANKS

I cannot hear the singing wind,
The rustle of the leaves ;
I can give thanks that I may see
The rows of harvest sheaves.

I cannot hear my loved one's voice,
Nor hear the baby's cry ;
I can thank God that I may live
To see the world go by.

I cannot hear the meadow lark,
Nor hear the breaking waves ;
I can enjoy good health and friends
Thank God, in kindness gave.

— Thomas A. Ulmer
The Deaf American
Vol. 35 No. 4

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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